



Sex Education Policy

Date of Last Review: May 2015

Reviewed by: Mr R Beattie

Agreed by Governors: 18 April 2018

Frequency of Review: Every 3 years

Date of Next Review: May 2021

1 The School

- 1.1 President Kennedy School is a mixed 11-18 comprehensive with approximately 1500 students on roll. It serves a suburban area of North East Coventry. The full ability range is represented, but the average level of intake may be said to be below the norm for the city. A large percentage of the students come from a variety of ethnic backgrounds. There is no particular religious affiliation.

2 Policy Formation and Consultation Process

- 2.1 This policy sets out to establish a curriculum reflecting the changing needs of delivering high quality Sex Education to pupils and the way in which Sex Education has adapted to changing societal demands and how PSHE has been integrated into the curriculum. It is now recognised that 'Sex Education' is part of a SRE education (Sex and Relationships Education) and is a developmental educational requirement based on the nature of changing relationships as our students grow older.
- 2.2 Throughout this process it has been recognised that effective Sex Education:
- needs to be open and honest
 - needs to recognise the developing maturity of students at differing age groups
 - needs to respond to individual needs and be adaptive of changing societal norms / issues
 - needs to be progressive and build on the work likely to have been done in KS2 – though it
 - needs to be recognised that the amount and quality of SRE delivery in KS2 is hugely variable, and that students from Year 7 will have many different starting points regarding their knowledge, understanding and ability to respond maturely to SRE topics.
 - needs to respect various religious and cultural attitudes represented in the school Community, and the dynamic and diverse cultural mix within President Kennedy.
 - needs to operate in accordance to statutory demands and the recommendations of the PSHE framework
- 2.3 It is also vital to acknowledge that Sex Education fits into a wider context, of Sex and Relationships Education. SRE should stress the skills involved in any relationship and all Sex Education teaching should reflect the guidance that sexual relationships are best dealt with and explored within a stable relationship.

3 Aims and Objectives

- 3.1 As a school, President Kennedy aims:
- To deal with sex education in an honest, informed, balanced and sensitive manner.
 - To work with the principles outlined in paragraph 4 below.
 - To work, when felt appropriate, with parents as outlined in paragraph 8 below.
 - To monitor schemes of work and lesson activities in order to make appropriate changes, such as additions or deletions of material, alterations of teaching methods, the use of student and parent voice, to make the curriculum as relevant, interesting and varied as possible.
 - To provide a sensitive, caring and carefully structured approach to sex education, making full use of the skills of staff from a variety of subject disciplines, and of adults other than teachers where appropriate.
 - To realise that sex education does not exist as a separate subject, but rather finds its natural place within the pastoral curriculum, and within natural stages within Science, and Religious Education, for example.
 - To signpost appropriate services and sources of advice and guidance, for those students who may need them
 - To make the link between unsafe and inappropriate sexual behaviour, and alcohol use.

4 Moral and Values Framework

- 4.1 Teaching about the physical aspects of sexual behaviour are best set within a clear moral framework which stresses the positive values of stable loving relationships of all types, and respect for the individual.
- 4.2 Pupils must be brought to understand the aspects of the law which relate to sexual activity.
- 4.3 Controversial sexual matters must be treated in a balanced and factual way by staff, with due consideration to the major ethical and legal issues involved. Important in this is to recognise the increased exposure and familiarity that students may have with sexual images through all types of the media, especially the Internet, and that the viewing of pornography is likely to be a regular activity by a large number of students. In addition, new media and its link to cyberbullying should be tackled, and also the use of technology to send sexual images (ie 'sexting'). Students need to be made aware of the risks involved in any type of digital image or social media conversation, and how issues of privacy, child protection and abuse could be connected.
- 4.4 Schools have a clear responsibility to warn pupils of the health risks of sexual behaviour, particularly in relation to the spread of sexually transmitted diseases, the emotional hurt which premature sexual relationships can cause, and the problems connected with becoming a teenage parent.
- 4.5 Our aim must be to bring young people to assume total responsibility for their own individual bodies and actions in sexual matters and provide the sufficient level of knowledge, reflection and guidance to make this possible.

- 4.6 To engender greater tolerance of all, regardless of their sexual orientation.

5 Equal Opportunities

- 5.1 All lessons in school must follow the school's Equal Opportunities Policy. Great care must be taken by the class teacher to ensure that the perceptions of male and female students are sensitively handled, likewise those from differing cultural and / or religious backgrounds. Members of staff and outside speakers should be aware of the nature of Equal Opportunities and its application to sex education.

6 Organisation of School Sex Education

- 6.1 Sex Education at President Kennedy is co-ordinated and planned by the College Directors.
- 6.2 Delivery is through the College and subject teams, with support from external agencies where appropriate.
- 6.3 All staff can be provided with CPD as appropriate, as all staff must be provided with opportunities to ensure that they not only have the factual knowledge necessary, but also that they are comfortable with the attitudes and teaching methodologies that underpin each aspect of the programme.
- 6.4 A range of delivery methods are encouraged. These include class discussion, pair work, ICT, drama, use of written resources, DVDs, presentations. Controversial issues will be dealt with by adopting a policy of suitability and appropriateness for age being taught.
- 6.5 Classes will always be mixed. It is important that both genders learn about and can empathise with situations, emotions and physical development which involve each gender, given the emphasis on sexual activity as part of consensual, respectful and loving relationships.
- 6.6 **Curriculum Entitlement:** Governors very much hope that the programme here described will be acceptable to all families and there will not be a need for any children to be withdrawn. Indeed, Governors believe that the very fact of withdrawal can of itself be damaging to a child: it is very much hoped that parents with specific concerns will discuss with the school how these may be met so that the programme may perhaps be modified to accommodate their wishes. It is of course still the entitlement of parents to withdraw their students from SRE lessons. If this occurs, then alternative provision will be provided.
- 6.7 The programme is reviewed regularly and can involve consultation with:
- LA and external agencies
 - Other PSHE Co-ordinators
 - Subject Staff
 - College Heads / Leadership Team
 - Parents
 - Pupils
- 6.8 A range of resources are used and it is the aim to keep these as relevant and up to date as possible. All resources should be appropriate to the age and

ability of the group using them, and staff are encouraged to use programmes / resources as they see fit.

- 6.9 Liaison between Secondary Schools and Partner Primary Schools is an area of development currently being examined. It is hoped that it will bring greater cohesion and progression in Sex Education throughout a student's school career.

7 Specific Issues

- 7.1 Members of staff are not to give any advice to individual pupils re Contraception, but are to direct pupils to those suitably qualified health professionals, e.g. School Nurse, GP's, etc. In the context of a sex education lesson, knowledge about contraception should be given to the group, e.g. methods of operation, suitability, availability – But issues of confidentiality and appropriateness can be an issue if staff are to give individual advice.
- 7.2 The Coventry C-Card scheme is made available to students when appropriate through trained c-card workers.
- 7.3 Total confidentiality is **not** possible between a member of staff and a pupil, and pupils should be made aware of this. However, confidentiality must exist amongst those members of staff who may need to act upon the student's information, and again pupils should be made aware of this.
- 7.4 Child abuse procedures and bullying procedures are given in separate policy documents.
- 7.5 All parents have the legal right to withdraw their child from sex education classes, but see paragraph 6.6 above. Parents will be informed of this right before their child begins at the school via the school prospectus which contains information about the programme.
- 7.6 Groups or Individuals with particular causes or beliefs who may seek to influence the Sex Education Policy will not be allowed to do so. This does not preclude parents individual right to withdraw their children from aspects of the programme.

8 Working with Parents

- 8.1 Parents should be informed through school documentation / websites etc that Sex Education will play a part in their child's education during their time at President Kennedy School.
- 8.2 Information about SRE given to parents should be evaluated and renewed to ensure it is up to date.
- 8.3 The school must be sensitive to the views of parents about the sex education which their children receive, and should be encouraged to discuss and explain the manner in which sensitive and controversial issues are to be raised. This can be done through various mechanisms (i.e. parental focus groups, surveys etc) and it is felt right that parents should be contacted at appropriate intervals, to consult as SRE teaching changes and develops.

9 Dissemination

- 9.1 The policy can / will be made available to:
- Any present or prospective parent of pupil of the school;
 - Any visitor with an input to the sex education programme;
 - Any member of staff involved in the delivery of sex education at the school;
 - All College Leaders, Subject Leaders and Leadership Team.

10 Responsibility

- 10.1 The Governors have in accordance with [DfE guidance \(DfEE 0116/2000\)](#) reviewed the school's sex education policy to make sure that it complies with the requirements of the law.
- 10.2 The Head teacher has overall responsibility for ensuring the programme to be devised is in accordance with this policy; for presenting it to the Governors; and for causing it to be reviewed annually as specified in paragraph 6.7.
- 10.3 The Head teacher will designate a named person on the staff who will co-ordinate the design and delivery of the programme and arrange / deliver appropriate CPD for staff.